



FOLLOW-UP TO SUPPORTING CHILDREN THROUGH CLASSROOM TRANSITIONS

Teacher Time Webinar, December 6, 2013

WHAT WE TALKED ABOUT	HOW TO APPLY IT
Presentation: Supporting Children through Classroom Transitions	
<p>We discussed how to:</p> <p>Build a predictable classroom schedule.</p> <p>Teach the expectations before each transition.</p> <p>Give children a consistent warning before transitions begin.</p> <p>Give children choices during a transition.</p> <p>Make a staffing plan for classroom transitions.</p>	<p>Take a look at your classroom schedule and ask yourself:</p> <p>Can I eliminate any unnecessary transitions?</p> <p>Can I lessen the amount of time children spend in transitions?</p> <p>Have I made my transition expectations clear for children and staff?</p> <p>Have I carved out time in my week to find helpful resources?</p>
Activity: Video Review	
<p>We watched three videos that showed teachers and children engaged in transitions.</p> <p>Video: <i>Clear Expectations</i></p> <p>Description: Teacher is moving children from one small group to another (crab was focus of this group). She states clear expectations.</p> <p>Video: <i>Learning through Transitions 1</i></p> <p>Description: Teacher is dismissing children from circle using the color of shirts. She uses the time in line for predicting and counting.</p> <p>Video: <i>Learning through Transitions 2</i></p> <p>Description: Children are in line and teacher uses movement and number correlation as a way to focus energies. Then they continue to classroom.</p>	<p>Ask yourself: Can I take any ideas from these videos and apply them to my classroom?</p> <p>Plan ahead for transitions, especially new ones.</p> <p>State your expectations clearly before transition.</p> <p>Communicate with other adults in the room so they know what to do during the transition.</p> <p>Identify the learning goals you're working on and plan ahead of time how you can incorporate them into the transition.</p> <p>Use a key ring of transition strategies to individualize transitions for children.</p> <p>Provide activities for the children so the time passes more quickly.</p> <p>Provide positive attention to the children following the transitions that go smoothly</p>

WHAT WE TALKED ABOUT	HOW TO APPLY IT
Resources	
<p>Beginning Teacher Series: Planning for Learning Unit (A supervisor can order up to five copies from your ECE Specialist.)</p> <p>ECLKC</p> <p><i>Classroom Transitions</i> 15-minute in-service suite http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/classroom-transitions.html</p> <p><i>Zoning: Staffing to Maximize Learning</i> 15 minute in-service suite http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/zone.html</p> <p>Head Start Center for Inclusion</p> <p>Classroom Visuals and Supports http://depts.washington.edu/hscenter/teacher-tools#daily</p>	<p>Ask yourself:</p> <p>Who would benefit from the use of visual pictures during transitions?</p>
Resiliency & Wellness	
<p>The importance of “Mindful S.T.O.P.,” which is to:</p> <ul style="list-style-type: none"> • Stop, take a moment to pause • Take a deep breath • Observe how you’re feeling • Proceed positively 	<p>It helps to think of a snow globe. When tensions are up and the “snow” is surrounding you, allow it to settle, just as the snow in a snow globe settles.</p> <p>It’s important to practice the mindful S.T.O.P. so that when you need it you will be prepared to enact it.</p>

Looking ahead

Don’t miss the next Teacher Time webinar, **Friday, January 17, 1:00 p.m. EST (10:00 a.m. PST)**. Dr. Gail Joseph will present information on *Teaching Children Problem Solving Skills*.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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